

Wake County Public School System

First Grade Mathematics Observation Profile
for On-Going Assessment
and End-of-the-Year Evaluation

Purpose:

This profile is designed as a recording document for monitoring an individual student’s progress throughout the school year. The information gathered in this document will be used to plan appropriate instruction, to share student progress with parents and to determine progress report levels. The specific objectives from the *North Carolina Standard Course of Study* are clustered on this profile in four quarters.

DIRECTIONS FOR USE:

- ◆ Student’s performance is noted after observing application of the objective on three occasions. The quarterly assesment is only one piece of evidence. Mark the appropriate level (1, 2, 3, 4) for those items that are assessed each quarter.
- ◆ Mark the objective only after the student has demonstrated performance at any level at least three times.
- ◆ Include supporting documentation such as written samples, photos, electronic portfolio, journal entries, teacher observations, formal assessments, and project evaluations (rubrics). The results of the quarterly assessment serve as one piece of evidence.
- ◆ Indicate the student’s summative performance level (1, 2, 3, or 4) at the bottom of each column. This score should reflect the student’s overall performance for the quarter.
- ◆ This profile (along with 2-3 work samples) is to be included with the student’s records in the event of transfer or at the end of the year for the next teacher.
- ◆ QA = Quarterly Assessment Objective
PT = Performance Task
S = Summative Assessment

Resources:

Grade One Pacing Guide
Learning and Teaching Guides
Daily Routines and Alignment Lessons
NC Indicators

Comments:

First Quarter:

Second Quarter:

Third Quarter:

Fourth Quarter:

Descriptions of Levels of Performance

Level 1 (Limited Performance)

- Exhibits minimal performance
- Shows very little evidence of conceptual understanding and use of strategies
- Frequently responds with inappropriate answer and/or procedure
- Very often displays misunderstandings
- Infrequently completes tasks appropriately and accurately
- Needs assistance, guidance and modified instruction

Level 2 (Not yet proficient)

- Exhibits inconsistent performance and misunderstandings at times
- Shows some evidence of conceptual understanding
- Has difficulty applying strategies or completing tasks in unfamiliar situations
- Occasionally responds with the appropriate answer or procedure
- Frequently requires teacher guidance
- Demonstrates some Level 3 competencies but is inconsistent

Level 3 (Proficient)

- Exhibits consistent performance
- Shows conceptual understanding
- Applies strategies in most situations
- Responds with appropriate answer or procedure
- Completes tasks accurately
- Needs minimal assistance
- Exhibits fluency and applies learning
- Shows some flexibility in thinking
- Works with confidence
- Recognizes cause and effect relationships
- Applies models and explains concepts

Level 4 (Exceeds Expectations)

- Consistent performance beyond proficiency
- Works independently
- Understands advanced concepts
- Applies strategies creatively
- Analyzes and synthesizes
- Shows confidence and initiative
- Justifies and elaborates responses
- Makes critical judgments
- Make applications and extensions beyond proficiency; applies Level 3 competencies in more challenging situations

Grade 1 Observation Profile for On-Going Assessment and End of Year Evaluation

1st Quarter Goals and Objectives

Number and Operations

1.01

Develop number sense for whole numbers through 99. (through 30)

a

Connect model, number word, and number, using a variety of representations.

QA

b

Use efficient strategies to count the number of objects in a set.

QA

c

Read and write numbers.

QA

d

Compare and order sets and numbers.

QA

e

Build an understanding of place value (ones, tens).

*f

Estimate quantities fewer than or equal to 100.

PT

g

Recognize equivalence in sets and numbers 1-99.

QA

1.02

Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

QA

1.03

Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.

QA&PT

*1.04

Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

QA

Geometry

3.01

Identify, build, draw, and name parallelograms, squares, trapezoids, and hexagons.

3.04

Solve problems involving spatial visualizations.

Data Analysis & Probability

*4.01

Collect, organize, describe and display data using line plots and tallies.

Algebra

*5.01

Sort and classify objects by two attributes.

*5.02

Use Venn Diagrams to illustrate similarities and differences in two sets.

5.03

Create and extend patterns, identify the pattern unit, and translate into other forms.

QA

Overall quarterly performance

* Supplemental Daily Routine

2nd Quarter Goals and Objectives

Number and Operations

1.01

Develop number sense for whole numbers through 99. (through 60)

a

Connect model, number word, and number, using a variety of representations.

QA

b

Use efficient strategies to count the number of objects in a set.

c

Read and write numbers.

d

Compare and order sets and numbers.

QA

e

Build understanding of place value (ones, tens).

*f

Estimate quantities fewer than or equal to 100.

PT

g

Recognize equivalence in sets and numbers 1-99.

QA

1.02

Use groupings of 2's, 5's and 10's with models and pictures to count collections of objects.

QA

1.03

Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing, and decomposing quantities, using doubles, and making tens.

QA&PT

*1.04

Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

QA

Measurement

2.02

Develop an understanding of the concept of time.

b

Solve problems involving applications of time (calendar).

QA

Data Analysis & Probability

*4.01

Collect, organize, describe and display data using line plots and tallies.

QA

Algebra

*5.01

Sort and classify objects by two attributes.

PT

*5.02

Use Venn diagrams to illustrate similarities and differences in two sets.

5.03

Create and extend patterns, identify the pattern unit, and translate into other forms.

QA

Overall quarterly performance

* Supplemental Daily Routine

3rd Quarter Goals and Objectives

Number and Operations

1.01

Develop number sense for whole numbers through 99.

a

Connect model, number word, and number, using a variety of representations.

QA&PT

b

Use efficient strategies to count the number of objects in a set.

c

Read and write numbers.

QA

d

Compare and order sets and numbers.

QA

e

Build understanding of place value (ones, tens).

QA

*f

Estimate quantities fewer than or equal to 100.

PT

g

Recognize equivalence in sets and numbers 1-99.

QA

1.02

Use groupings of 2's, 5's and 10's with models and pictures to count collections of objects.

1.03

Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.

QA&PT

*1.04

Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

QA

Measurement

2.02

Develop an understanding of the concept of time.

a

Solve problems involving applications of time (clock and calendar).

QA

b

Solve problems involving applications of time (clock and calendar).

QA

Geometry

3.01

Identify, build, draw, and name parallelograms, squares, trapezoids, and hexagons.

QA& PT

3.02

Identify, build, and name cylinders, cones, and rectangular prisms.

QA

3.03

Compare and contrast geometric figures.

QA

3.04

Solve problems involving spatial visualizations.

QA&PT

Data Analysis & Probability

*4.01

Collect, organize, describe and display data using line plots and tallies.

QA

4.02

Describe events as certain, impossible, more likely or less likely to occur.

QA

Algebra

*5.01

Sort and classify objects by two attributes.

QA&PT

*5.02

Use Venn diagrams to illustrate similarities and differences in two sets.

QA

5.03

Create and extend patterns, identify the pattern unit, and translate into other forms.

Overall quarterly performance

* Supplemental Daily Routine

4th Quarter Goals and Objectives

Number and Operations

1.01

Develop number sense for whole numbers through 99.

a

Connect model, number word, and number, using a variety of representations.

S

b

Use efficient strategies to count the number of objects in a set.

c

Read and write numbers.

S

e

Build understanding of place value (ones, tens).

S

*f

Estimate quantities fewer than or equal to 100.

g

Recognize equivalence in sets and numbers 1-99.

S

1.02

Use groupings of 2's, 5's and 10's with models and pictures to count collections of objects.

1.03

Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.

S

*1.04

Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

S

Measurement

2.01

For given objects:

a

Select an attribute (length, capacity, mass) to measure (use non-standard units).

b

Develop strategies to estimate size.

S

c

Compare, using appropriate language, with respect to the attribute selected.

2.02

Develop an understanding of the concept of time.

S

a

Tell time at the hour and half-hour.

S

b

Solve problems involving applications of time (clock and calendar).

S

Data Analysis & Probability

*4.01

Collect, organize, describe and display data using line plots and tallies.

S

Algebra

*5.01

Sort and classify objects by two attributes.

*5.02

Use Venn diagrams to illustrate similarities and differences in two sets.

S

Overall quarterly performance

* Supplemental Daily Routine